

THE VOICE

NEEA/MEA The Nebraska State Education Association ♦ April 2016

Don't Get Worried -

OEA

Omaha Education Association

**Doing Great
Things for
Great Educators**

GET

ORGANIZED!

**Loan Forgiveness Program
Open Again**

**Teachers of the Year Viewed
as 'Beacon on the Hill'**

Upcoming Assignments

Lily @ NSEA Delegate Assembly April 15

■ **Who:** That's Lily, as in Lily Eskelsen Garcia, president of the National Education Association. She will keynote the opening night of NSEA's 155th Delegate Assembly. There is still plenty of time to attend as a delegate or as an audience member.

■ **Details:** Delegate Assembly will be held at Lincoln's Embassy Suites beginning at 7 p.m. Learn more on Page 15.

Primary Election May 10

■ **What:** The stakes are high at every level, from the State Board of Education right on up to the presidency. If you haven't registered, do so. Then learn which candidates are best suited to do what is right for children and public education.

■ **Details:** You may register to vote at your county election office until 6 p.m. Friday, April 29. Watch for NSEA-recommended candidates in the May issue of *The Voice*.

\$150k 4 Kids Through October 2017

■ **What:** NSEA kicks off a drive to raise \$150,000 for the NSEA Children's Fund.

■ **Details:** The Children's Fund has helped thousands of needy children get the basic necessities required to be able to learn. Find out more about this fund drive on Page 15.

Scholarship Time!

BCBS Awards Help Cut Your School Costs

There are many benefits to membership in NSEA, and one of the most popular is the availability of Blue Cross and Blue Shield of Nebraska scholarships.

NSEA members are eligible to apply for each of three rounds of offerings of a scholarship from Blue Cross and Blue Shield designed to help make paying for graduate coursework a little easier.

The deadline for the next round of scholarships from the Blue Cross and Blue Shield of Nebraska Professional Development Fund is Tuesday, May 24.

Applicants for the scholarship will receive confirmation of the status of their application by mail by the middle of June.

The funds are for advanced degrees, to seek additional teaching endorsements or to take courses for certification. Stipends may cover up to 50 percent of the cost of a single, three-hour college course. Applicants may seek scholarship dollars for no more than



three hours of courses. Books and supplies are not covered.

To apply, complete the application form on the NSEA website. The form will be on the website through May 24.

The goal is to award stipends to the largest number of members from each of NSEA's six governance districts. To be eligible, NSEA members must be covered by either single or family Blue Cross/Blue Shield health care. Previous applicants, successful or not, may re-apply. Applicants may receive scholarships in only two of the three scholarship cycles during a school year.

Recipients must offer evidence of completion of work at an accredited post-secondary institution to receive funds. Courses must be for credit.

Since 1986, 5,470 NSEA members have shared more than \$727,500 in Blue Cross and Blue Shield scholarship dollars. The program does not affect Blue Cross and Blue Shield premiums.

Questions? Reach Sally Bodtke at 1-800-742-0047 or via e-mail at:

sally.bodtke@nsea.org

Summer School is Closer Than You Think!

March is over and thoughts are turning to summer — and summer school!

Nebraska colleges and universities offer the necessary summer classwork to enable teachers to enhance their skill and knowledge, as well as to move along the salary schedule.

What is the best method for determining which coursework might best meet your needs? Start by reviewing the advertisements placed by many Nebraska colleges and universities on the pages of this issue.

NSEA solicited the information, which includes summer session class listings from nine institutions. All Nebraska colleges and universities were invited to participate. Let your college or university of choice know that you read about their course offerings in *The Voice*!

Cover Story:

When they learned that unanticipated and unwanted changes to the family and consumer sciences program in the Omaha Public Schools were on the horizon, these four educators were among those who organized. From left are Andrea Burton, Julie Ermel, Samantha Koehler-Overtton and Candi Karr. For details, turn to

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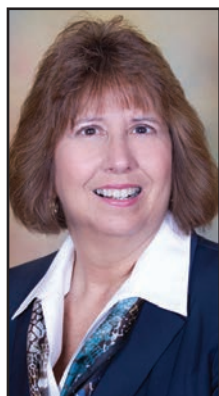
Payment of annual NSEA dues entitles Nebraska educators to receive *The Voice*. Cost of producing 10 issues of *The Voice* each year is \$3.41 per member.

Advertising rates available on request. Appearance of an advertisement in *The Voice* does not imply NSEA endorsement of the product advertised or views expressed.

Cited for excellence each year by the State Education Editors, including these past awards: Best Magazine, Best News Story, Best Feature Story, Best Photography and Best Editorial Design.



Looking Down the Path



**NSEA President
Nancy Fulton**

“

**We must
pursue that same
forward-looking
path to make
Nebraska and
NSEA viable
and thriving
for the coming
generations of
citizens and
educators.**

”

In all my years of teaching third grade, one of my regrets is that I was not able to delve more deeply into Nebraska history. The study of our state’s rich history was reserved for fourth graders.

The third grade curriculum was geared more toward the study of communities. Yet I was able to slide some first-hand knowledge of historical locations into the coursework, even if it did not always directly relate to Nebraska.

You see, when our children were small, our family trips were often destination vacations, planned to visit regions of the country that appeared in our third grade textbooks. Those trips took us to Mesa Verde for the archeological sites of early civilization; to the sites of the Spanish missions in and around San Antonio; and to the ruins of the Jamestown Colony in Virginia; among other locations. These tent camping trips allowed me to collect souvenirs and books to share with my students, and to be able to tell stories that really enriched and enhanced the curriculum.

I have to admit that I loved it when it was time to change our textbook series. Those changes often provided our family with new destinations!

Whistlestops and Opportunity

Today, much of my time and attention is spent on a destination and curriculum of a different sort: 2017 is the destination, and I am in the midst of a deep dive into the curriculum for a pair of sesquicentennials. I am fortunate to be a member of the Nebraska 150th Foundation, which is assisting in the planning of the celebration of the 1867 founding of Nebraska.

The timing is also fortuitous, as NSEA’s 150th almost exactly coincides with Nebraska’s statehood celebration.

Many of the Nebraska sesquicentennial projects and events that will take place across the state in 2017 have educational components. From the Statehood Day Celebration on March 1, to a whistle stop tour across the state, a touring mobile children’s museum, or an atlas for all fourth graders, the sesquicentennial will be an opportunity to reflect on how Nebraska history – a history that might have been very different – has affected our present and will affect our future.

Indeed, our “present” might have been very

different: Nebraska very nearly did not gain statehood in the aftermath of the Civil War.

Controversial Admission

Following the assassination of President Lincoln and the war’s end in 1865, it was the task of President Andrew Johnson and other politicians to pull the divided country back together. The Reconstruction Acts carefully laid out the process for readmitting Southern states into the Union. Those steps included provisions that gave former slaves citizenship and granted black males the right to vote.

There was controversy over Nebraska’s admission as a state, however, because the proposed state constitution restricted suffrage to white males. Congress voted to admit Nebraska as a state provided the right to vote was not denied to non-white voters. President Johnson vetoed the bill, but it was overridden by a supermajority in both Houses of Congress. Nebraska was then admitted to the union as the 37th state on March 1, 1867.

Forward-Looking Path

A few short months later, on Oct. 16, 1867, the Nebraska State Teachers Association – today’s NSEA – was formally organized in Brownville. The adopted constitution at that meeting committed to “elevating the profession of teaching and promoting the interest of schools in Nebraska.” That original mission has changed little and the commitment has remained the same in the 150 years since.

At Delegate Assembly 2016, NSEA members will formally begin activities celebrating that founding. The NSEA Board of Directors will meet in Brownville in October to commemorate the founding, and the 2017 Delegate Assembly will continue the celebration.

The twin sesquicentennial celebrations offer a chance for us all to look back over the last 150 years, but also to look forward, to engage in the same forethought that led our forefathers to prepare for the changes they saw coming. We must pursue that same forward-looking path to make Nebraska and NSEA viable and thriving for the coming generations of citizens and educators.



mentioned in this issue. Look for:

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Burwell	Page 32
Chambers	PAGE 32

Finding Nebraska’s Great Public Schools (GPS)

NSEA locals from around the state appear or are

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Westside Dist. 66	Page 11
York College	Page 5

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No Foolin': Loan Program Opens April 1

Forgiveness Plan Has Extra Funding Thanks to LB589

Nebraska teachers are again able to apply for a forgivable loan for coursework in eligible graduate programs.

Enrollment in the Enhancing Excellence in Teaching Program (EETP), managed by the Nebraska Department of Education, officially opened Friday, April 1.

NSEA has long-supported the program, and increased funding for the program, in the Nebraska Legislature. The 2016-17 program will include a total of \$1.2 million in funding, thanks to Lincoln Sen. Patty Pansing Brooks' LB589, which NSEA helped to passage last year.

Eligible candidates may apply on an annual basis for funds of \$175 per credit hour, up to a maximum of \$3,000. Candidates can apply for the EETP loans for up to five consecutive years. Eligible graduate coursework for this application includes classes that begin during the period of July 1, 2016, through June 30, 2017.

To be considered for the forgivable loan program, the candidate must:

- Be employed as a certificated teacher in an approved or accredited public or private school in Nebraska;
- Be enrolled in an approved graduate program at an eligible institution;
- And be a resident Nebraska student.

Candidates must also eventually complete a graduate degree or added endorsement in a shortage area; a graduate degree in curriculum and instruction; a graduate

degree in a subject area in which a teaching endorsement is already held; or a graduate that will result in an additional not considered a shortage area which your school administrator believes will be beneficial to the students of the school.

Candidates must provide proof of registration for coursework and \$175 per credit hour – up to the amount of the individual's award – will be sent directly to the applicant. For those who receive funding after July 1, and teach in Nebraska for two years, the applicant may receive up to \$3,000 in loan forgiveness each year, depending on certain circumstances. Check the application guidelines for further details.

For more, go to the application at:
education.ne.gov/EducatorPrep/TopPages/EETP

AAA Offers Grants to State Educators

The Cornhusker Motor Club Foundation is offering grant opportunities to assist Nebraska K-12 educators. Funding opportunities include traditional grants in amounts up to \$2,000 and specialty grants up to \$500. This year, the Foundation plans to award \$40,000 to Nebraska schools.

The traditional grants are designed to fund innovative programs, school events, community volunteerism efforts, or projects that will significantly enhance the students' classroom experience. Specialty grants may be used for new classroom reading materials that will challenge and excite students. Any employee of a public school grades K-12 in Nebraska may apply.

The online application period ends Oct. 1, and applying is fast and easy. Grants will be awarded throughout the year. For details, or to review a list of the most recent award winning schools, visit:

www.CornhuskerFoundation.org

The Foundation is a non-profit. Funded largely by AAA and its members, the Foundation mission is to enhance the quality of life of the citizens of Nebraska by identifying and addressing current needs, and anticipating future needs in the areas of highway safety, state tourism, education, and crime prevention.



Education's Future

Concerned about the future of education in America? Worry not, as these bright faces — elected to the Executive Committee of the Student Education Association of Nebraska (SEAN) in February — represent the next generation of educators.

Seated, from left, are Evann Vrana, University of Nebraska-Lincoln, SEAN underclass representative; Hannah Smith, Wayne State College, secretary; Denton Beacom, Wayne State College, president; and Madison Kinney, York College, president-elect.

Standing, from left, are Ali Johnson, Hastings College, western region representative; Mikayla Nelson, Nebraska Wesleyan University, southeast region representative; Elizabeth Milliken, University of Nebraska-Omaha, metro region representative; and Bailey Schlueter, Wayne State College, northeast region representative.

For a look at the SEAN Spring Conference, turn to Page 21.

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Course	Title	Term Completed	Credit Hours
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EDUC 601	Study Design and Data Collection	June 6 - July 29, 2016	3
EDUC 605	Cognition and Learning	Sept 3 - Sept 30, 2016	3
EDUC 553	Using the Internet	Oct 1 - Oct 28, 2016	3
EDUC 540	The Master Teacher	Oct 29 - Nov 25, 2016	3
EDUC 600	Sociology of Education	Jan 7 - Feb 3, 2017	3
SPED 500	Inclusionary Practices	Feb 4 - March 3, 2017	3
EDUC 552	Introduction to Multimedia Authoring (or elective or Graduate Transfer Credit)	March 4 - March 31, 2017	3
EDUC 621	Curriculum Development	June 5 - July 28, 2017	3
EDUC 602	Statistical Methods and Data Analysis	June 5 - July 28, 2017	3
EDUC 569	Teachers as Collaborative Leaders (or elective or Graduate Transfer Credit)	Sept 2 - Sept 29, 2017	3
EDUC 623	Assessment of Instruction (8-week capstone)	Sept 30 - Nov 24, 2017	3

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ACCT 865P-01 Governmental/Non-Profit Accounting
ACCT 858-01 Managerial Accounting Systems
ART 800P-01 Drawing
ART 828-01 Creative Photography
ART 856-01 Visual Culture & Studio Practice
ART 857-01 Digital Art
BIOL 813-01 Issues in Bioethics
BIOL 820-01 Introduction to Graduate Study
BIOL 827-01 Biological Statistics
BIOL 830P-01 ST: Climate Change
BIOL 830P-02 ST: Immunology
BIOL 830P-03 ST: Tour of the Arctic
BIOL 831A-01 Biological Research: Hypothesis & Justification
BIOL 831B-01 Biological Research: Methodology
BIOL 831C-01 Biological Research: Annotated Bibliography
BIOL 831D-01 Biological Research: Data Collection
BIOL 831E-01 Biological Research: Statistical Analysis
BIOL 831F-01 Biological Research: Manuscript
BIOL 845-01 Forensic Biology
BIOL 857-01 Human Histology
BIOL 858-01 Physiology of Stress
BIOL 863-01 Biological Perspectives
BIOL 869-01 Conservation of Birds & Mammals
BIOL 881 Current Issues in Biology (3 sections)
CHEM 810-01 Environmental Chemistry for High School Teachers
CHEM 855-01 Biochemistry for High School Teachers
CSIT 834P Information Technology Teaching Methods (2 sections)
CSP 800-01 Advanced Educational Psychology
CSP 802-02 Research Methods in Psychology & Education
CSP 809P-01 Medical & Psychosocial Aspects of Addictions
CSP 856-02 Multicultural Counseling
EDAD 831-01 Social Foundations of Education
EDAD 848-01 Curriculum Planning
EDAD 851-01 Human Resource Management
EDAD 853-01 School Business Management
EDAD 854-01 Introduction to Educational Administration
EDAD 869-01 The Principalship
EDAD 890-01 Introduction to Educational Research
EDAD 895-01 School Improvement
EDAD 958-01 Educational Facility Plan
EDAD 992-01 The Executive Administrator
ENG 803-01 Descriptive Linguistics
ENG 814-01 Writing Tutorial

FORL 810-01 Second Language Acquisition
FORL 820-01 Methods of Foreign Language Instruction
FORL 870P-01 TESOL
FSID 850P-01 The Aging Adult
FSID 881P-01 Cross-Cultural Family Patterns
HIST 848-01 ST: Readings in American History: Frontier Law & Order
HIST 848-02 ST: Readings in American History: The Pacific West
HIST 848-03 ST: Readings in American History: The 1970's
HIST 848-04 ST: Readings in American History: Civil Rights
HIST 848-05 ST: Readings in American History: Populism
HIST 848-06 ST: Readings in American History: American Imperialism 1889-1917
HIST 848-07 ST: Readings in American History: Myth, Memory, History-US West
HIST 849-01 ST: Readings in World History: Cold War Eastern Europe
HIST 849-02 ST: Readings in World History: Soviet Stalinism
HIST 849-03 ST: Readings in World History: Medieval England
HIST 849-05 ST: Readings in World History: Cultural History of Modern Europe
HIST 895P-01 TS: Diplomacy of the World Wars
MATH 871-01 Topics in Math: Algebraic Geometry
MATH 871-02 Topics in Math: Current Research in Math Education
MIS 802-01 Management Information Systems Seminar
MKT 830P-01 International Marketing
MUS 801-01 Music Analysis
MUS 857P-01 Elementary School Music
MUS 894P-01 Wind Band Pedagogy
MUS 899P-01 ST: Choral Literature
PE 830P-01 Organization & Administration in Recreation, Sport & Tourism
PE 800-01 Philosophy of PE, Sports, Recreation & Leisure
PE 841P-01 Physical Education for Elementary Schools
PE 861-01 Physiology of Exercise
PE 877-01 Motor Learning
PHYS 811-01 Astronomy for High School Teachers
PSY 862P-01 Adult Development & Aging
SPAN 845-01 Topics in Latin American Literature & Culture: Cuban Women Writers
SPAN 898-01 ST: Teaching Spanish to Heritage Speakers
SPCH 845P-01 Diffusion of Innovations

TE 800 Educational Research (3 sections)
TE 803 Philosophy of Education (2 sections)
TE 804 Curriculum Development in Multicultural Education (2 sections)
TE 805P Overview of Assistive Technology (2 sections)
TE 808P-01 Human Relations
TE 809P-01 Curriculum Implementation
TE 815P-01 The Effective Teacher: Enhancing Classroom Instruction
TE 825-01 English Language Learners (ELL): Culture, Civil Rights, & Advocacy
TE 832-01 Professional Skills & Knowledge II
TE 845-01 Contemporary Theory & Practice in Reading
TE 848-01 Assessment & Remediation in Elementary School Mathematics
TE 852-01 Issues & Trends in Early Childhood Education
TE 853C-01 Improvement of Instruction in Elementary School Language Arts
TE 853G-01 Improvement of Mathematics Instruction for Grades 3-5
TE 854-01 Reading in the Content Areas
TE 868 Copyright, Fair Use, and Ethics (2 sections)
TE 869-01 Introduction to School Library Program
TE 872-01 Organization of School Library & Technology Resources
TE 873-01 Reference Services & Resources
TE 876-01 Integration of Curriculum, Technology & Media Resources
TE 886P Technology Tools for Teachers (3 sections)
TE 888-01 Multimedia Production
TE 899P-01 ST: Learning & Teaching Together
TE 899P-02 ST: Positive Behavior Interventions & Supports
TESE 821P-01 Nature & Needs of Exceptionalities
TESE 837P-01 Medical Aspects of Individuals with Disabilities
TESE 862-01 Formal & Informal Assessment in Special Education
TESE 872-01 Strategies for Teaching Students with Intellectual Disabilities
TESE 873-01 Teaching Students with Multiple Disabilities
TESE 876P-01 Transitional Issues for Individuals with Disabilities
TESE 879P-01 Teaching Social Skills to Students with Autism Spectrum Disorder
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Organizing Wins the Day

The T-Shirt Says it All: These four family and consumer sciences teachers and NSEA members were among those who worked with NSEA Organizational Specialist Carol Hicks to keep their curriculum intact. From left are Andrea Burton, Omaha Burke High; Julie Ermel and Samantha Koehler-Overton, Omaha South High; Candi Kadar, Omaha Central High; and Hicks.

An Uncertain Future for the Family and Consumer Science Program Solidified after NSEA Helps Omaha Teachers Organize

When family and consumer science teachers in the Omaha Public School District learned through the grapevine last spring that district officials were moving to downgrade their programs, they got angry.

Then, with the help of NSEA Organizational Specialist Carol Hicks, they got organized.

The more than 40 family and consumer science teachers in the Omaha district were steadily advancing their students toward the end of the school year last May when they began to get word that a “revision process” would move parts of their curriculum to the school district’s career program at the Teacher Administrative Center.

Child development programming and curriculum that would lead to high-skill and high-wage jobs would be continued at the career center. More traditional family and consumer sciences curriculum like clothing, textiles and foods – those programs that provide basic life skills – would be phased out.

“As a staff, we were not told,” said Omaha South teacher Julie Ermel. “We heard it through the grapevine. For someone like me, near retirement, it was very disturbing.”

Ermel’s South High colleague, an early-in-her-career Samantha Koehler-Overton, was no less concerned. “It was scary,” she said. But it is scary no longer.

With the assistance of Hicks, the teachers pulled together a plan to address their concerns to the OPS Board of Education. Presentations to the board, meetings with administrators, and visits with

the superintendent in August and September have sealed a deal: no changes in the family and consumer sciences programming for at least the next three years.

As an extra benefit, the FCS teachers have found unexpected support from board members and administrators, and lines of communication with administrators have been cleared.

“I firmly believe that if NSEA had not been involved, the revision would have happened and we would be gone.”

***— Julie Ermel, FCS Teacher,
Omaha Education Association member***

Little Time to Organize

Ermel said FCS teachers began hearing talk of the revision process in April last year. After they began asking questions, they received a formal letter indicating the coming changes were to be considered at the Omaha Public Schools Board of Education’s meeting in May.

That allowed little time to organize. But it provided a true sense of urgency when nearly 20

middle school and high school family and consumer science teachers met at a suburban Omaha restaurant after school in early May.

“We were starting to organize and were asking ‘how can we save our program?’” said Burke High School’s Andrea Burton. “We knew it was not best for kids.”

At that initial meeting, someone suggested calling NSEA for advice. That call reached Hicks, who jumped in her car, and in the words of Ermel, “got there fast.”

The teachers were looking for a plan, and Hicks gave them what they needed.

“She was our advisor on what we needed to do in order to go

about this the right way,” said Ermel.

“I firmly believe that if NSEA had not been involved, the revision would have happened and we would be gone,” said Ermel. “We would have had this year, but then they would have started phasing us out.”

An Airing of Concerns

More than a dozen FCS teachers – all in red OEA t-shirts, or red attire – attended that May meeting of the Board of Education. Teachers spoke to the need of a full FCS curriculum. Students spoke, program graduates spoke – including a Lincoln dietician and the founder of the growing Omaha Fashion Week event. Letters were presented from others who could not attend.

In addition, said Hicks, the teachers had the full support of the Omaha Education Association Board of Directors.

Burton said board members were attentive, receptive and had good discussion. Ultimately, board members decided to hold off on the revision plan in favor of further study.

The study phase started with a meeting between the OPS administrative committee that proposed the changes and FCS teachers Burton and Omaha Central’s Candi Kadar, Carol Hicks and another FCS teacher who has since retired.

“We got to air out our concerns and frustrations, and they did listen,” said Kadar, a department head at Central. One of their concerns: a national consultant hired by the district had reviewed their programs, but some of the educators he spoke to were not family and consumer science teachers.

“That made the teachers want to set the record straight,” said Hicks.

Eventually, Koehler-Overton said administrators began to backpedal from the revision plan. But she said she was still not reassured.

Then, at the start of the new school year, an administrative team met with the FCS teachers at Omaha Central. Also attending: the OPS superintendent. Administrators who had proposed the revisions were apologetic, and indicated they hoped to work with the FCS teachers and to follow a better communication model in the future.

At a meeting of all OPS career educators in September, administrators pulled the secondary FCS teachers aside, and the superintendent assured them that there would be no changes in programming for at least three years. He also urged them to contact him with questions.

Coherent, Not Angry

Finally, Kadar and Burton presented to the Board of Education in October. The board, Kadar said, was receptive to their presentations, and some board members indicated they wanted to keep the discussion on the front burner.

Burton said that through the whole process, the organizing aspect was key. “We’re close-knit and we watch out for each other,” she said. “But how to get organized and take this to our board, that we didn’t have.”

Koehler-Overton put it another way.

“Before we met with Carol, we were like a pitchfork mob. She walked us through the process and made us sound coherent, and not like just a bunch of angry teachers.”

Hicks is one of 18 organizational specialists on NSEA’s staff. One Organizational Specialist is assigned to every school district, and every school building, in Nebraska.

To reach your organizational specialist, contact NSEA at 1-800-742-0047. In the Omaha metro area, call the Omaha Education Association at 402-346-0400. In Lincoln, call the NSEA at 402-475-7611. Or you may contact NSEA through the website at:

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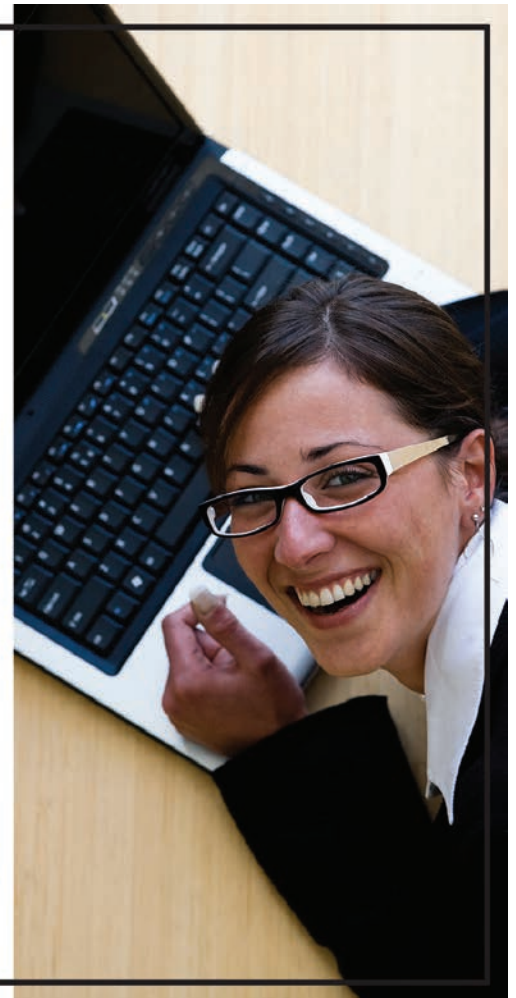
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Talking Issues: These Omaha-area members took advantage of NSEA's Legislative Dinner to visit with Sen. John McCollister. From left are Monica Wynne, Omaha; Alan Bone, Westside; McCollister; Roger Rea, Omaha; and Andrea Tex, Westside.

LB958 Advances, Avoids Real Solution

NSEA Members Give Senators a View from the Classroom

After a year-long study and two legislative sessions of discussion and debate, the Nebraska Legislature in late March advanced from committee a bill designed to lower property taxes – at least property taxes for ag producers.

LB958 would add \$30 million to the state's property tax credit program in 2017 for owners of farm and ranch land. The property tax credits for residential and commercial property owners would remain at current levels.

Critics variously called the advanced version of LB958 a "token" effort and "a really skimpy bird in the hand" that is better than a bird in the bush.

Fortunately, the bill does little harm to K-12 education as advanced. Community colleges, however, will have a more difficult time in spending unused budget authority.

Most importantly, what the bill would not do is correct the state's unbalanced reliance on property taxes over sales and income taxes. Nebraska spends less state money on K-12 public schools, as a percentage of funding, than all other states except one, pushing

the state's property taxes to high levels. Criticism of that standing are found in every corner of the state (see the 'Word on the Street' sidebar). Yet rather than provide more state aid to schools, lawmakers pursued the tax credit solution.



**'16 Nebraska
Legislature**

Testifying in a neutral position on LB958, NSEA lobbyist Jason Hayes urged senators to understand that the only solution to high property taxes would be to find and fund new sources of revenue – such as a tax on online sales, for instance – for the state aid to public schools formula.

The effect of LB958 is already being felt. The Alliance Public Schools Board of Education, for instance – anticipating a more than \$300,000 cut in state aid under LB958 – cited the bill and other factors in taking action in March to cut up to 12 certified positions. Pawnee City will receive \$488,000 in state aid next year – a third of what that district received five years ago. Estimates indicate the Wakefield Public Schools could lose \$600,000 in revenues next year under LB958.

Members are urged to contact

Word on the Street

"Studies have been done for decades about the high property taxes in Nebraska and the answer always comes back to one thing. The state does not fund schools to the level they should, placing the burden of education at the local property tax level."

— **Greg Awtry, Publisher**
Scottsbluff Star-Herald

The governor's "plan to place the burden of property tax relief on the local school districts by placing lids upon local school budgeting is not justified when the state government is not providing fair funding for public education even though it is socking away unjustified funds for 'rainy days.'"

— **The Grand Island Independent**

"Gov. Ricketts states that he wants an 'educated workforce,' however it is clear that he does not want to pay for it."

— **Supt. Mark Bejot,**
Wakefield Public Schools

"The problem is, if you look at how education is financed, Nebraska has almost abdicated that responsibility. We're 49th in spending in education, and it leaves only one way to finance schools or buildings, and that's through property tax. It's the only tax we have."

— **Rod Garwood, Member,**
Wayne Board of Education

"The cookie cutter approach of these bills that simply limit budgets no matter the circumstance and no matter what the local community wants or needs is asinine. Let's trust our locally elected school boards over the continual drive to cut taxes at any cost by politicians in Lincoln."

— **Bert Peterson, Hastings**

their senators and ask them to adopt comprehensive reform that will truly address the issue of property tax relief, rebalancing the state's reliance on property, sales and income taxes, while supporting public education institutions at all levels.

Community College Aid

NSEA remains on the record in support of LB852, which would appropriate an additional \$6 million from the General Fund for fiscal year 2016-17 to provide additional aid to community colleges to be used for core operating budgets.

The appropriation would provide direct property tax relief in communities and counties where community colleges have property taxing authority – a far better approach to property tax relief than lids, levy caps and other artificial measures that hamper services to Nebraska students. LB852 remains on General File.

Mental Health Aid

NSEA continues to give full support to LB838, which would provide \$163,000 in funding for the office of a specialist in behavioral and mental health needs within the Nebraska Department of Education.

NSEA staff and governance have heard repeatedly from members across the state about the need for assistance with mental health issues for students, and this NDOE position is seen at least as a starting point.

The NDE specialist would help develop the future vision and role for schools in response to the growing pressure to help students with mental and behavioral issues.

Social Media Privacy

NSEA supported LB821 as a “common sense approach to protecting an employee’s personal information, as well as freedom of speech.”

The bill prohibits an employer from requiring an employee or applicant to disclose a user name, password, or related account information in order to gain access to the employee’s or applicant’s social networking site profile or account. It also prohibits an employer from requiring an employee or applicant from logging on to such a site in the employer’s presence so as to provide the employer access to the site.

LB821 has been given priority designation, which gives it a good chance for a vote before the session closes in mid-April.

CIR Threat

LB1044, which would terminate the Commission of Industrial Relations (CIR) remains in committee and will die at the end of the current session.

NSEA has given full support to the CIR as a wage dispute resolution process



Face-to-Face: Dining with Sen. Jerry Johnson of Wahoo gave these Wahoo Education Association members the opportunity to have some face-to-face education-related discussion with the senator. From left are Patti Sloup, Johnson, and Judy Stukenholtz.

over the years. There was no testimony in favor of LB1044, introduced by Crete Sen. Laura Ebke.

Senators have proposed a study of the CIR over the interim.

We think “**Dr.**” has a great ring to it!



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Kelcy Tapp, elementary principal in Papillion and graduate of Doane's bachelor's, Education Specialist and both Master of Education programs.



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Joanna Utecht

Science/Math Education, MS Ed
University of Nebraska at Kearney

DA '16: History in the Making

Assembly Features NEA President, Kicks off Sesquicentennial

The theme for NSEA's Delegate Assembly a few years ago was 'It's a Big Deal.'

The theme for the 2016 event might be 'It's a Bigger Deal.'

There is no doubt that this Assembly will be momentous, perhaps even history in the making. For starters, the meeting in Lincoln will officially kick off the 150th celebration for NSEA.

Assisting with the kickoff will be NEA President Lily Eskelsen García in her first visit to Nebraska since election to the association's highest office.

Also on the agenda is motivational speaker and comedian Kay Frances. She will address delegates on a serious topic: The Funny Thing about Stress.

The nearly 300 delegates will also have plenty of work to do. They will elect an NSEA representative to the NEA Board of Directors, and consider amendments to Association Bylaws and to Resolutions. Four proposals to amend Bylaws have been offered (see pages 18 and 19). Several proposals to amend the NSEA Resolutions have also been submitted for consideration.

Finally, delegates will consider a dues proposal for 2016-17 (see page 17) before adjourning.

All of this action will take place from 7 p.m. Friday, April 15, through Saturday afternoon, April 16, at Lincoln's Embassy Suites. Quick action by delegates could get them out of the hotel in time to attend the University of Nebraska-Lincoln spring football game just a few blocks to the north.

One of America's Funniest

It is fitting that Eskelsen García attend this year, as she leads an organization that was in its infancy when NSEA was founded.

Eskelsen García is the first woman of Hispanic descent to lead a major association or union, and has been an outspoken advocate for teachers and students. A one-time lunchroom lady in Utah, she eventually graduated magna cum laude with an education degree, became a teacher and was Utah's 1989 Teacher of the Year. She was elected to lead the NEA in July 2014, and has earned recognition by Education

World in that magazine's "Best Conference Speakers" edition. She will address delegates on Friday evening.

Frances has a bachelor's of science degree in health and physical education, a master's degree in business administration and is a former marketing director for a national restaurant chain. She is a former local radio and television talk show host and has appeared on NBC's "America's Funniest People." She will open Saturday morning activities for delegates.



Eskelsen-García



Frances



Rewarded

In between and around the Eskelsen García and Frances appearances, members will conduct Association business. That business will include the unveiling of the 2016 Friend of Education Award, NSEA's highest honor, as well as the 2016 Teaching Excellence Award and Rookie of the Year Award, among other honors.

The result of these two days of activity is this: the work of delegates will reverberate through NSEA, through public education – and with state policymakers – well into the future, said NSEA President Nancy Fulton.

"The work we do is important," said Fulton. "These two days set the tone for the next year, for everything our Association does and represents. Those who participate will rightly feel rewarded for their work once it is complete."

This will be the 155th Delegate Assembly in the Association's 149-year history. All members in good standing are eligible to seek delegate status. To become a delegate, talk to your local association president or your NSEA organizational specialist at 1-800-742-0047. NSEA covers the cost of a shared hotel room for each delegate, Saturday breakfast, a noon box lunch and mileage.

Children's Fund Campaign Goal is \$150,000

18-Month Drive Opens at Delegate Assembly

For more than 20 years, the NSEA's Children's Fund has been assisting kids in need.

Now, the presidents of NSEA's six governance districts believe the Children's Fund itself needs a bit of assistance. At NSEA Delegate Assembly they will formally launch a drive to raise \$150,000 for the Children's Fund by October 2017, which marks the 150th anniversary of NSEA's founding.

Every penny raised between now and October 2017 will count toward the drive. That's an ambitious goal over the next 18 months, since the fund typically collects from \$45,000 to \$50,000 in any given year. There is a need, however, as expenses can reach beyond \$70,000 in a year.

"Reaching this goal would put the fund on sound footing well into the future," said NSEA President Nancy Fulton. "I encourage every member and every local to consider making it a reality."

Already, the Neligh-Oakdale Education Association is on board with a check for \$300 presented in March. NOEA members re-

cently hosted a concession stand to raise the money.

Local associations are encouraged to brainstorm fund-raising ideas; to challenge other local associations; to collect change; host a jeans day fundraisers; or consider other ideas to contribute toward the fund.

To make donations easier, the Children's Fund is now set up to accept donations through PayPal. Find the link at www.nsea.org/childrensfund.

Questions? Call Sally Bodtke at NSEA at 1-800-742-0047 or at: sally.bodtke@nsea.org



A Donation: Neligh-Oakdale's Lisa Newton-Hanson presents a check for \$300 to NSEA Organization Specialist Rich Wergin, to benefit NSEA's Children's Fund.

Order of Business: Delegate Assembly 2016

Regents Ballroom, Embassy Suites, Lincoln
President Nancy Fulton, Wilber-Clatonia, Presiding
Registration: Embassy Suites Pre-Function area, beginning at 5 p.m.

Friday, April 15, 2016 ♦ 7 p.m.

Call to Order
Pledge of Allegiance
National Anthem
First Report of Credentials Committee
Adoption of Standing/Procedural Rules
Adoption of Order of Business
Nominations for NEA Director
NEA Director Candidate Remarks
Keynote Address: Lily Eskelsen García, President, National Education Association
Report of the Bylaws Committee
Debate on Proposed Bylaws Amendments
First Report of Resolutions Committee
Submission of Additional New Resolutions and/or Amendments to Continuing Resolutions
Report of the Auditing Review Committee
Dues Proposal for 2016-17
Report of Executive Director: Craig R. Christiansen
Submission of Additional New Business Items
Announcements and Recess

These activities will take place immediately following the Assembly recess:

- ♦ NEA and NSEA Resolutions Hearing, Director's Boardroom.
- ♦ NSEA Budget Hearing, Chancellor 1.

Horace Mann Reception: Regents Ballroom A

Saturday, April 16, 2016 ♦ 8:30 a.m.

Voting will take place from 7 a.m. to 8:15 a.m.

Final Report of Credentials Committee
Submission of Additional New Business Items (By 10 a.m.)
Submission of Additional New Resolutions and/or Amendments to Continuing Resolutions (By 10 a.m.)
Keynote Address: Kay Francis
Elections Committee Report (when available)
Presentation of NSEA Friend of Education and Awards Program
Final Report of Resolutions Committee
Action on Resolutions
Committee Reports to the Assembly
President's Address to the Delegates and Members: Nancy Fulton, Wilber-Clatonia
Action on New Business Items
Action on the Dues Proposal for 2016-17
Adjournment

Parliamentarian: Mr. Michael Cheney, University of Illinois at Springfield

Friday evening break service provided by Blue Cross and Blue Shield of Nebraska.
Saturday Morning Break Service Provided by First Nebraska Educators Credit Union.
Award Plaques Provided in Part by NSEA-Retired.

2016-17 NSEA Dues Recommendation

Dues for Certificated Staff

The NSEA Board of Directors has recommended the following annual fee structure for Association membership by certificated staff. Delegates to the NSEA Delegate Assembly on April 15-16 will consider and act on this proposal. For the 2016-17 Association year, the NSEA Board of Directors recommends the dues for these certificated classes of NSEA membership be as follows:

Active: \$399 **Half-time Active:** \$199.50 **Active Substitute:** \$199.50 **Non-Active Sub:** \$99.75

The total NSEA dues and assessments for 2015-16 were \$387. The total NSEA dues and assessments for the current year and the proposal for next year are summarized below:

	2015-16	2016-17	Change (%)
General Fund Dues	\$363	\$374	\$11 (3.03%)
Ballot Contingency Fund	\$9	\$10	\$1 (11.1%)
State PAC	\$15	\$15	0 (0.0%)
Total.....	\$387	\$399	\$12 (3.10%)

The Ballot Contingency Fund is used when proposed ballot initiatives or referenda affect public education. The NSEA Political Action Fund (PAC) supports member-recommended pro-education candidates.

All amounts listed are for state dues only. NEA dues for 2016-17 have been proposed at no more than \$187, a \$2 increase.

As noted, the 2016-17 dues amount for full-time, active members of NSEA includes a voluntary contribution of \$15 to NSEA's Political Action Fund and \$7.50 for half-time active members and active substitute members. This contribution is refundable upon receipt of a written, individually-composed request. A reminder of the opportunity to seek a refund is published in the January issue of the NSEA Voice. Address refund requests to NSEA PAC Refund, in care of NSEA President, 605 S. 14th St., Lincoln, NE 68508. Requests must be postmarked no later than February 15 each year.

Dues for Educational Support Professionals

Delegates to the 2001 Delegate Assembly approved a separate dues structure for Educational Support Professionals (ESP). That action created four levels of dues for ESP members, and the NSEA Board of Directors modified the ESP dues structure to a six-tiered structure. The ESP dues structure is motivated by an effort to establish equity between the wide range of ESP salaries, while taking into consideration the fact that beginning teachers or teachers in lower-paid school districts are still paying full NSEA dues. In this model, the ESP member's total base salary, regardless of the hours or number of days worked, establishes the state dues for that member. The percentages are based on the lowest starting teacher salary in the state, which was \$30,700 in 2015-16.

ESP Dues Tier	NSEA Dues
Active ESP (salary of \$30,700 or more)	\$399.00 (100 percent of teacher dues)
Active ESP (\$24,560 to \$30,699)	\$359.10 (90 percent of teacher dues)
Active ESP (\$18,420 to \$24,559)	\$279.30 (70 percent of teacher dues)
Active ESP (\$12,280 to \$18,419)	\$199.50 (50 percent of teacher dues)
Active ESP (\$6,140 to \$12,279)	\$119.70 (30 percent of teacher dues)
Active ESP (\$6,139 or less)	\$39.90 (10 percent of teacher dues)

2016-17 Dues Comparison

Membership dues for the Nebraska State Education Association rank below the average of adjacent states.

State	14-15	15-16	Proposed	NSEA Dues History		
				Budget Year	NSEA Dues	Percent Increase
Wyoming.....	\$491	\$500	\$511	2016-17	\$399	3.10
Colorado	\$433	\$498	\$NA	2015-16	\$387	0.78
Iowa	\$496	\$497	\$499	2014-15	\$384	1.05
South Dakota....	\$392	\$403	\$415	2013-14	\$380	1.06
Nebraska	\$384	\$387	\$399	2012-13	\$376	1.08
Missouri	\$392	\$392	\$392	2011-12	\$372	4.20
Kansas.....	\$381	\$385	\$391	2010-11	\$357	2.00
				2009-10	\$350	2.30
				2008-09	\$342	4.26
				2007-08	\$328	6.49
				2006-07	\$308	4.05
AVERAGE	\$430.83	\$445.83	\$441.60			

Proposed Bylaws Revisions

These proposed changes to the NSEA's Bylaws will be considered during the annual meeting of the Delegate Assembly at Embassy Suites in Lincoln on April 15-16.

Proposed Bylaws Amendment 1

■ Article II: Officers

SECTION 5. The President shall preside at all general meetings of the Association and the Delegate Assembly and shall serve as Chairman of the Board of Directors. The President shall perform the duties which usually devolve upon the chief officer of such Association and the duties which are prescribed by these Bylaws and the policies of the Board of Directors. The President shall serve as the first Alternate NEA Director for Nebraska and be an ex officio member of all ~~commissions and~~ committees of the Association.

SECTION 6. The Vice President shall serve as presiding officer in the absence of the President. The Vice President shall serve as the second Alternate NEA Director for Nebraska and be an ex officio member of all ~~commissions and~~ committees of the Association. In the absence of both the President and Vice President, the senior NEA Board member shall serve as chairman pro-tempore.

■ Article III: Board of Directors

SECTION 8. The Board of Directors shall, on its own initiative, or as directed by the Delegate Assembly, appoint ~~commissions and~~ committees deemed necessary to achieve the purposes of the Association, and shall perform other duties prescribed or implied by the bylaws and policies of the Delegate Assembly deemed necessary for the welfare of the Association.

SECTION 9. Members may be appointed to ~~commissions and~~ committees for a term not to exceed three Association years. Absence from two consecutive meetings, except for approved reasons, shall constitute grounds for declaring the position vacant. Vacancies shall be filled in the manner of the original appointment.

■ Article V: Delegate Assembly

SECTION 9. In the event of an emergency, the Board of Directors may postpone the annual meeting known as the Delegate Assembly not to exceed a period of six months. In the event of such postponement, all officers and members of the Board of Directors and committees, ~~or commissions~~ shall remain in office until the Delegate Assembly next convenes.

■ Article IX: Review Board

SECTION 4. The jurisdiction of the Review Board shall include hearing and making findings in the following disputes:

- (a) The removal of any officer or member of the Board of Directors of the Association, or an officer of a District Association, or a member of any ~~commission or~~ committee of the Association, for conduct not in the best interests of the Association.

RATIONALE: There are several places in the current NSEA Bylaws that make reference to commissions. NSEA no longer has any commissions and the proposed amendment deletes the use of commissions in six places where they are referenced.

Submitted by the NSEA Bylaws and Policy Committee.

Proposed Bylaws Amendment 2

■ Article V: Delegate Assembly

SECTION 3. The Delegate Assembly shall be composed of the General Officers of the Association, the President and Vice President of each district association, voting members of the Board of Directors, the presidents of SEAN and NSEA-Retired and a number of delegates on the basis of one delegate for each 300 NSEA Student members or major fraction thereof; one delegate for each 300 NSEA Retired members or major fraction thereof of each NSEA District or cluster delegate; and one delegate for each fifty (50) active members or major fraction thereof of each chartered local association. Local associations with fewer than twenty-six (26) active members shall be clustered for representation at Delegate Assembly. Past Presidents of the Association, ~~and one delegate from each NSEA state affiliate, except SEAN and NSEA-R,~~ shall be non-voting delegates to the Delegate Assembly. The Delegate Assembly shall be the final judge of the qualifications of all delegates. The Assembly shall be apportioned on the basis of one person-one vote. Election of all delegates shall be by open nomination and balloting.

RATIONALE: There are two affiliates with NSEA, SEAN and NSEA-R. The Presidents of those two affiliates are designated delegates to Delegate Assembly by virtue of their office. This amendment updates our current NSEA Bylaws by deleting any reference to other NSEA state affiliates, which there are none.

Submitted by the NSEA Bylaws and Policy Committee.

Proposed Bylaws Amendment 3

■ Article X: Finance

SECTION 3: The annual membership fee for active members shall be paid to the treasurer of a chartered local education association, except when membership in a local association has been waived, and transmitted to the Association Treasurer/Comptroller. Dues that are paid by electronic funds transfer will be transmitted directly to NSEA. Local dues transmitted to NSEA by electronic funds transfer will be remitted to the local association treasury. Fees for other classes of membership may be paid directly to the Association Treasurer/Comptroller.

RATIONALE: For the past three years, members of some local associations have been paying their dues through electronic funds transfer directly to NSEA. The additional language clarifies the process of paying dues by EFT.

Submitted by the NSEA Bylaws and Policy Committee.

Proposed Bylaws Amendment 4

■ Article III: Board of Directors

SECTION 1: The Board of Directors shall consist of the President; the Vice President; the National Education Association Directors for Nebraska; the at-large Ethnic Minority representative and representatives of each District Association. The Board shall be apportioned on the basis of one person-one vote. Each District Association shall be entitled to at least one member on the Board of Directors. Each District Association member of the Board must represent the same number of constituents (with variation not to exceed plus or minus 10 percent). The representation ratio of Board members to constituents shall be determined by the NSEA Board of Directors.

Delegate Assembly shall elect one at-large ethnic minority representative to the board of directors from an identified eth-

nic minority member of the NSEA. Ethnic minority shall mean those persons designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, Black, and Hispanic.

If, during the first or second year of a term a vacancy in the office of the Ethnic Minority At-large Director occurs, such a vacancy shall be filled by the NSEA Board of Directors, which shall elect a successor to serve until the next meeting of the Delegate Assembly. The Delegate Assembly shall then elect a successor for the remainder of the term. In the event a vacancy occurs during the third year of a term, the NSEA Board of Directors shall elect a successor for the remainder of the term.

(KEEP REMAINING PARAGRAPHS OF SECTION 1)

SECTION 2. The District Presidents, the President of NSEA-Retired, the President of the Higher Education Academy, an Education Support Professional representative, and the President of the Student Education Association of Nebraska (SEAN) and the Chair of the Ethnic Minority Affairs Committee (EMAC), shall be invited to attend all meetings of the Board of Directors each year as ex officio members without the right to vote. In the absence of any Board member the District President may assume the seat of an absent director from the same district with voting privileges. NSEA members who are elected at the National Education Association level to be members of the NEA Board of Directors shall be invited to attend meetings of the NSEA Board as ex officio members without the right to vote. NEA-budgeted funds must be utilized for expenses.

■ Article V: Delegate Assembly

SECTION 7: Delegate Assembly shall elect one at-large ethnic minority representative to the board of directors from an identified ethnic minority member of the NSEA. Ethnic minority shall mean those persons designated as an ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include American Indian/Alaska Native, Asian, Native Hawaiian or other Pacific Islander, Black, and Hispanic. All elections shall be by ballot except when there is only one (1) candidate for the position. In this case, the chair shall declare such candidate elected.

(RENUMBER EXISTING SECTION 7 & SECTIONS 8 & 9)

RATIONALE: The recommendation of the 2014 Ad Hoc Committee on NBI 2014-8 is to create an Ethnic Minority at-large position to be elected by the Delegate Assembly body beginning at the NSEA DA in 2017. The proposed bylaw would put Nebraska's Board of Directors in similar composition as other states while ensuring a voting voice for NSEA's ethnic minority members. By promoting minority leadership, the NSEA can gain the substantial participation of Ethnic Minority Educators while also meeting the needs of our minority students. This amendment would directly address and substantiate NSEA's Minority Involvement Plan as well as NEA's Bylaw 3-1-g.

Submitted by the NSEA EMAC Committee.



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SEAN Urged to Commit, Advocate

100 Attend Spring Conference at Hastings



The Numbers: Wayne State College's Emily Wilmes studies a salary schedule in a session entitled Master Agreements and Your First Contract.

Members of the Student Education Association of Nebraska got a good review of life after college at the Association's annual spring conference on the Hastings College Campus in late February.

Sessions reviewed topics like how to reduce student loan debt; how to make ends meet on a teacher's salary; facts about master agreements and first contracts; and first year teacher expectations.

Nebraska 2016 Teacher of the Year Tim Royers offered three practical classroom tips he said that "have stood out for me."

First, he said, teachers must make subject matter relevant. "Connect it to their lives or make them live it," he said.

He urged them to "fully commit" to students. That means going to musicals, athletic events, prom, graduation and more.

"Kids love to see teachers get involved in what they care about. When you show you care, they buy in a million times more to what you're doing in the classroom."

And he urged teachers to advocate beyond the classroom. "You are not alone. Your classroom does not function in isolation," he said.

Hastings Public Schools Superintendent Craig Kautz joined Omaha Sen. Rick Kolowski for a general session and was critical of the charter school movement.

"Those who support the charter experiments can walk away if the charter experiment fails," said Kautz. "After all, their children are not at risk."

Some student members also met Friday night for the SEAN Delegate Assembly, and elected new officers. For details, see page 5.



One-on-One: Hastings Education Association's Ben Welsch, left, presented on contracts and master agreements. He answered questions from Peru State College's Caitlin Cassell and Amanda Volksen and Doane College's Taylor Ruzicka.



Free Shirts! The advocacy group Nebraska Loves Public Schools offered free t-shirts with a message — and students at the SEAN Spring Conference gobbled them up!



Learning the Ropes: Nebraska Wesleyan University's Mikayla Nelson, right, explains the duties of a regional representative to her colleagues from SEAN's Southeast Region. Nelson was reappointed to serve a second term.



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Masters in Education — Educational Administration

Title	Instructor	Class #	Subject	Catalog #	Section	Session
Characteristics of Behavior & Emotional Disability	Henry McCallum	10111	SPED	630	79A1	8W1
Characteristics of Behavior & Emotional Disability	Staff	10607	SPED	630	79A2	8W1
Curriculum Development	Patricia Blundell	10089	EDCI	635	79B1	8W2
Educational Philosophy	Donald King	10088	EDCI	633	79B1	4W2
Personnel Administration	Karen Enos	10024	EDAD	638	79B1	8W2
Research Design/Data Analysis	Lorie Hunn	10087	EDCI	631	79B2	8W2
Research Design/Data Analysis	Jesse Sealey	10086	EDCI	631	79B1	8W2
School Administration & Leadership	Jesse Sealey	10022	EDAD	633	79B1	8W2
School Business Management/Finance	Staff	10023	EDAD	634	79B1	8W2
School Law	Patricia Blundell	10090	EDCI	638	79B1	8W2
Supervision of Instruction	Staff	10021	EDAD	632	79B1	8W2

Masters in Education — Curriculum and Instruction

Title	Instructor	Class #	Subject	Catalog #	Section	Session
Characteristics of Behavior & Emotional Disability	Henry McCallum	10111	SPED	630	79A1	8W1
Characteristics of Behavior & Emotional Disability	Staff	10607	SPED	630	79A2	8W1
Characteristics of Learning Disabilities	Lori Entzminger	10109	SPED	555	79B1	4W2
Curriculum Development	Patricia Blundell	10089	EDCI	635	79B1	8W2
Diagnosis & Correction	Grace Petersen	10149	READ	635	79B1	4W2
Educational Philosophy	Donald King	10088	EDCI	633	79B1	4W2
Research Design/Data Analysis	Lorie Hunn	10087	EDCI	631	79B2	8W2
Research Design/Data Analysis	Jesse Sealey	10086	EDCI	631	79B1	8W2
School Law	Patricia Blundell	10090	EDCI	638	79B1	8W2
Seminar in Reading: Issues, Trends	Grace Petersen	10576	READ	638	79C1	4W3
Survey of Special Education	Donald King	10110	SPED	532	79B1	4W2

Masters in Education — School Counseling

Title	Instructor	Class #	Subject	Catalog #	Section	Session
Career & Lifestyle Development	Laura Gaudet	10130	COUN	632	79B1	8W2
Counseling Theories	Kathleen Woods	10128	COUN	541	79A1	8W1
Fundamentals of Assessment	Mary Jo Carnot	10125	COUN	534	79A1	8W1
Multicultural Counseling	Laura Gaudet	10127	COUN	535	79B1	8W2
Research Design/Data Analysis	Jesse Sealey	10086	EDCI	631	79B1	8W2
School Counseling	Laura Gaudet	10131	COUN	635	79B1	8W2

Session Key

4W2 = Four week 2: June 6-July 1

4W3 = Four week 3: July 5-July 29

8W1 = Eight week 1: May 9-July 1

8W2 = Eight week 2: June 6-July 29

What's with the Teacher of the Year Gig?

TOYs Shine 'Beacon' Representing All Nebraska Teachers

By Bob Feurer

What does it take to be a Nebraska's Teacher of the Year?

This is a question I've been asked with some regularity. I must note that I have been errantly introduced as "the best teacher in the state," a misstatement if ever there was one. There are numerous candidates in my own small, rural district who are every bit as good, if not better, than I am – something I freely admit.

I also have many friends in other school districts I would rate as a better teacher. And, I know there are many, many others out there worthy of the recognition.

So, what's the deal with this Teacher of the Year gig?

For the profession, I think, the Teacher of the Year program exalts one teacher a year as a beacon on a hill, a symbol of the excellence on display in all of Nebraska's schools every day of the school year.

On a more personal level, I think the Teacher of the Year status is a recognition meant to open doors for some of us to do more than we would have been able to do working in our classrooms or districts.

Successes, Failures

One of the main actions we undertake is to speak to teachers-to-be, those education major/college students across the state, about our successes and failures. As Teacher of the Year, we may do

workshop or conference presentations for in-service teachers; offer expertise at conferences for administrators and school board members; and have opportunities to model lessons for commercial endeavors as Teachscape and Learning Partners, as some of us have done. We also present to Teachers of the Year from other states at our annual national conference.

Collectively, Nebraska Teachers of the Year have worked as a team to host two Elevating and Celebrating Effective Teachers and Teaching Conferences in the past two years; one in Omaha and one in Kearney. Elsewhere, we are still seeking our niche in the education landscape as a group.



Feurer

Extended Reach

Individually, many of my Nebraska Teacher of the Year brothers and sisters have extended their reach far beyond Nebraska's borders.

Scottsbluff's Shelby Aaberg (2015) has presented his math expertise at a conference in France. Omaha's Maddie Fennell (2007) now travels the United States as an ambassador for the U.S. Department of Education, and also serves as the moving force for Teach to Lead. Mary Schlieder (2008), Norris, teaches college classes as well as her secondary students, and has authored the book "With Open Arms: Creating School Communities of Support for Kids with Social Challenges Using Circle of Friends, Extracurricular Activities, and Learning Teams."

Westside's Michael Fryda (2010) teaches a class on assessment at the University of Nebraska-Omaha. Lincoln's Patsy Koch-Johns (2006) is seeking a seat

on the State Board of Education.

These are only a few of the outreach opportunities we have had the opportunity to participate in as individuals, mostly due to the Teacher of the Year honor.

'Great Responsibility'

Other now-retired Teachers of the Year continue to influence with experience and expertise. Personally, I was elected to the North Bend Public Schools Board of Education after my retirement and served perhaps the shortest term ever on a school board, one month! My science classroom replacement was called to active duty in Iraq as a guardsman and I was asked to return to the classroom I had left just five months earlier! I filled in for one calendar year before his safe return and passed his duties back into his capable hands on Jan. 29. I have again filed for election to the school board and hope to be elected to continue serving students in our district for the next four years.

Nebraska Teacher of the Year isn't a title any of us take lightly. Considerable good has come from the efforts of Nebraska Teachers of the Year since the program was founded in 1973. As they say, "with great recognition comes great responsibility." I don't think any of us understood the path that lay ahead when we accepted the title.

I would urge you to consider seeking to represent us all, to become that beacon on the hill and representing Nebraska's schools. The application process is explained and is now open on the Nebraska Department of Education website, with a deadline of Aug. 12. Find those details at:

education.ne.gov

Bob Feurer is a now-retired science teacher at North Bend, and was Nebraska's 2011 Nebraska Teacher of the Year.

Plum Creek Literacy Festival Features 'Book Whisperer' Miller

Caldecott, Newberry and best-selling authors will be on display at the 21st Plum Creek Adult Conference on Saturday, Sept. 24, on Concordia University's campus in Seward.

Teachers, administrators, media specialists and book lovers are invited to hear visiting authors, illustrators and other literacy experts.

"From Wayside School to Fuzzy Mud" will be the luncheon topic of author Louis Sachar, known for the Wayside School series. Only 400 luncheon tickets are available, and it is expected to sell out quickly.

Featured literacy expert Harvey Daniels will speak about literature circles. 'Book Whisperer' Donalyn Miller will speak about nonfiction in the classroom and voice and choice among student readers, and Dr. Maria Walther will address literacy in primary grade classrooms.

Other featured authors and illustrators will be Peter Brown, David Carter, Matt de la Pena, Brian Floca, Loren Long, Linda Sue Park, Sara Pennypacker, Trent Reedy and Salina Yoon.

Other topics will cover ELL, social media in the language arts classroom, new nonfiction titles, differentiation in the literacy classroom, and technology in the literacy classroom.

Registration, book sales and author autographing begins at 7:30 a.m. The first session begins at 9 a.m. The last afternoon session begins at 3:30 p.m. Authors will autograph after the last session and book sales will remain open.

A special exhibit, The 2016 Society of Illustrators Original Art Exhibit, will be displayed in the Marxhausen Gallery on Concordia University's campus. The no-cost gallery is open to the public from Aug. 29 to Sept. 25. Hours are Monday through Friday 11 a.m. to 4 p.m., and Saturday and Sunday from 1–4 p.m.

Registration is \$75, which includes the author luncheon with Sachar and five sessions from which to choose.

For payment and registration forms, contact Dylan Teut at 402-643-7483, or find information online at:

www.cune.edu/plumcreek

Pinkies Up, Gloves Off

At Tea, Hartman-Bradley Pushes Feds for Change

In early February, Tracy Hartman-Bradley enjoyed tea in Washington, D.C.

The location was not as important as the company. The Omaha Education Association member sat down for the “pinkies up” formal tea with U.S. Secretary of Education Dr. John King Jr., U.S. Bureau of Indian Affairs education officials, and 17 other Native American educators.

While the setting was formal, King walked in, removed his suit jacket and sat across from Hartman-Bradley. King and other federal officials prompted the educators with questions, helping them make points about the challenges they face.

On the agenda were the benefits and challenges of working in Native American education programs, as well as policy changes that might benefit those programs. Hartman-Bradley was straightforward in stating challenges and situations, and was vocal in offering solutions.

“I knew I didn’t have much time, so I stayed on what I needed to talk about. I tried to keep it short, and because of that I was able to speak three times, where others only spoke once or twice,” she said.

Hartman-Bradley is a Native American specialist with OPS. Following tea, she submitted a letter to King making these points:

■ **A federal requirement teaming schools with Tribal entities:** She said Tribal Councils in Nebraska team with tribal schools, leaving urban programs without a chance to apply for grants. In 2015, OPS asked a Nebraska tribe to become a partner. OPS completed a grant application, but the tribe failed to complete the process, and funding



Hartman-Bradley

was lost. She noted that more Native students attend Nebraska public schools than Tribal schools, and asked federal officials to review the process to make the application process less complicated.

■ **Grant dates:** Word that an OPS pre-kindergarten grant was not renewed last year did not come until July. Parents with kids in the program had little time to adjust. “We were lucky that the district picked up the cost of one teacher for the pre-K program,” she said.

■ **Increasing Native teachers:** She said a national plan for recruiting and retaining Native teachers is needed, and cited a program at the University of Nebraska-Lincoln. “Native students apply, are mentored by certified Native educators, attend classes at nearby colleges, receive a monthly stipend, and have the option of loan repayment if they work with Native students at tribal or public schools,” she said.

■ **Inclusion of Native students in ELL offerings:** OPS has many Native families living traditionally, teaching children their Indigenous language as a first language. Those students are often left out of ELL based on English being the parent’s first language. She seeks policy to include North American Indigenous languages in ELL programs.

■ **Native first language speakers as highly qualified teachers:** While implementing language programs, there are no better teachers for Native language than Tribal elders, she said. “We need first language speakers to be classified as highly qualified so we may bring them in to teach our Native languages,” she said.

Hartman-Bradley is a past chair of NSEA’s Ethnic and Minority Affairs Committee, is on the OEA Board, and chairs OEA’s Ethnic and Minority Affairs Committee. She serves as American Indian/Alaska Native Caucus secretary for the NEA Ethnic and Minority Affairs Committee. For more, contact OEA at 402-346-0400 or visit:

omahaoea.org

Reach Hartman-Bradley at:

trhb1000@hotmail.com

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EMAC to Pursue Bylaw Change

Amendment Would Allow Election of At-Large Minority Member to NSEA Board

By **Eddie Ventura, Jr., Chair,**
Ethnic Minority Affairs Committee

NSEA's Ethnic and Minority Affairs Committee Board of Directors has proposed an amendment to NSEA bylaws for consideration by delegates at the April 15-16 Delegate Assembly.

The proposed bylaw would allow, beginning in 2017, the election of an at-large Ethnic Minority representative to the NSEA Board of Directors.

"The passing of this bylaw proposal combats racial divides and reaffirms the commitment that Nebraska has in providing full inclusion of ethnic minorities in our association," said Tracy Hartman-Bradley, an American Indian/Alaska Native representative on the committee. The proposal would put NSEA bylaws in similar standing with other state associations, while ensuring a voting voice for NSEA's ethnic minority members.

By promoting minority leadership, the NSEA can gain the substantial participation of Ethnic Minority Educators while also meeting the needs of minority students. The amendment would directly address and support NSEA's Minority Involvement Plan as well as NEA bylaw 3-1-g.

Resolutions

Sasha Cervantes, Omaha, along with EMAC, has submitted resolutions for consideration by the 2016 Delegate Assembly. The resolutions address the unique needs of Black, Hispanic, American Indian/Alaska Native, Asian/Pacific Islander students.

"Until our Resolutions reflect the unique needs of each of our ethnic minority groups, the NSEA is limiting its capacity to improve educational outcomes of young people of color in our state," said Cervantes.

NSEA's resolutions are formal expressions of belief and principle, providing philosophical direction to Association leaders.

Annual Meeting, Elections

EMAC will hold elections for secretary

and two Asian/Pacific Islander representatives prior to Friday evening's Delegate Assembly.

NEA Leadership Summit

EMAC Chair Edward T. Ventura Jr.

and Asian/Pacific Islander Representative Isau Metes, along with other NSEA members, attended the 2016 NEA Leadership Summit.

"The summit was an empowering experience. It validated the work we are doing and inspired me to think of other ways to protect our public schools and every child in them," said Metes.

The Summit has a reputation for being the place where real questions are asked and answered about real issues and challenges that educators face every day. The event provides breakout sessions address-

ing all six NEA leadership competencies, inspiring keynotes, heartfelt stories from locals, and opportunities to engage in innovative discussions to support member leadership development that move the participants from ideas to actions.

"I was truly moved by the conversations surrounding the real issues and chal-

lenges we all face as educators. To me the summit was a reminder that education can either be the equalizer or the oppressor," said Metes.

Travel Opportunities

■ NEA Native American/Alaska Native Issues Conference: May 13-15, 2016, location to be determined.

■ NEA Black Issues Conference: April 15-17 in Kansas City, MO.

■ NEA Hispanic Issues Conference: June 17-19 in New York City.

■ NEA Asian/Pacific Islanders Issues Conference: June 20-23 in LA/Bakersfield/Delano, CA.

Visit our website at nsea.org/emac for travel request forms or contact Ventura at:

venturaomaha@gmail.com



Art Raffle: This painting by EMAC Vice Chair Jose Hernandez, Norfolk, will be raffled at Delegate Assembly. Proceeds will benefit the NSEA Children's Fund.



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■ **J. Crew Factory:** Deals on clothing for women, men, girls and boys; free shipping on orders of \$50 or more.

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■ **Zales:** Free shipping on orders of \$149 or more.

■ **PerfumeWorldwide.com:** Unbeatable prices on perfumes, colognes, skin and hair care products, cosmetics, and more.

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*David Glenn is Nebraska's
NEA Member Benefits representative*



Glenn

Refinancing Your Home May Still Make Sense

Even a Slightly Lower Rate Could Save You Cash!

Mortgage rates continue to hover at levels that confound the forecasters. Recently, the average rate for a 30-year fixed-rate mortgage fell to about 3.7 percent, its lowest point in a year. When rates dip, it's worth exploring whether refinancing can save you money. You can benefit even if you don't cut your rate by a full percentage point—a rule of thumb you can safely ignore.

The larger your loan balance, the more money you'll save. Say you got a \$300,000 mortgage with a 30-year fixed rate of 4.5 percent five years ago. If you refinance to a 30-year rate of 3.7 percent, you would cut your monthly payment by \$260, to \$1,260, and pay for your total closing costs (estimated at 2 percent of the loan balance) in 21 months.

To pay off your mortgage more quickly — say, to eliminate it before you retire — consider refinancing to a 15-year term.

The 15-year rate was recently 3.1 percent, according to HSH.com, which surveys hundreds of mortgage lenders weekly. The lower rate will help to offset the higher payment. In the example above, if you took a 15-year fixed rate of 3.1 percent, your monthly payment would rise by \$383, to \$1,903, but you'd be mortgage-free 15 years earlier and save \$168,474 in interest. Another option: Ask lenders for a term equal to the remaining years of your existing mortgage.

If you have an adjustable-rate mortgage and your fixed-rate period will end soon — and you're not comfortable with a rate that adjusts annually — refinancing to a fixed rate may make sense if you can

lower your monthly payment and if you plan to stay in your home long enough to recoup closing costs. But if you plan to move within the next five to seven years, you may benefit by refinancing to another ARM with a fixed-rate period that matches your expected tenure. The average rate on a 5/1 ARM was recently 2.9 percent.

Assume that the lender's origination fee, third-party costs (including the cost of an appraisal, title search and so on) and other closing costs will be 1.5 percent to 3 percent of the loan balance. If you have enough equity, you can add the closing costs to your loan balance and finance them. Or you could pay a higher interest rate in exchange for a lender credit that offsets closing costs. (You can calculate your payment, savings and break-even point with this refinancing calculator from HSH.com.)

Smart shopping. Check rates with the originator of your existing loan, your current loan servicer, bank or credit union, and an online lender such as Quicken. Another good source is www.mortgage-marvel.com, where many smaller banks and credit unions advertise their rates (you don't have to supply your contact information to get rate quotes). Rates and lender credits can change daily or even by midday, so try to call all prospective lenders the same morning.

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When the System Learns

Every community deeply values its schools, especially their mission of teaching and providing every child the opportunity of a solid education. There is a natural assumption that schools are primarily organized around the activity of teaching. But, how are schools organized? Daniel H. Kim, the author of “Organizing for Learning” (2001), points to the fact that most schools may be focused on the immediate problems and challenges that come with teaching. However, relatively few schools systematically plan and organize around the learning of the school as an organization...not just emphasizing the learning of individual students or teachers, but how the school develops its policies and practices to reflect its growing competence as a system.

Simply put, we want Johnny and his teacher to both grow in competence and experience, but it is also important for the education system to grow in its understanding of what promotes and facilitates both teacher and student learning. How much do we know about faculty growth in teaching and learning competence as a system, instead of as individual teachers who may just happen to learn from each other?

Partially Captured...or Lost

Consider the example of an accomplished teacher that has successfully helped students meet expectations for several years. The problem is that what she has discovered as operational knowledge of how teaching works and, more importantly, her conceptual knowledge of why certain things are taught will only be partially captured by her close teaching colleagues...or lost entirely at her retirement, because the school is unprepared, as a system, to institutionalize her competence and expertise.

The acquisition of expert teaching skills by an individual takes a long time, usually several years. How much time does it take for a system to be competent as a learning organization, that is, for the learnings of expert individuals to be spread throughout the system? The question is really how a system that has concentrated on the work of individuals can be organized as a collective learning organization. Do the teachers in our school systems have a dedicated time

for collaboration and discussion, among colleagues, of operational techniques? A genuine learning organization needs administrative support, encouragement – and time – for teachers to share operational knowledge of good teaching (the “how”) so that it becomes a widely shared “institutional memory.” Is there also time for the deep discussion of conceptual knowledge (the “why”) of teaching practices?

Of course, these discussions will always take place

occasionally between colleagues, but there is very little systematic emphasis on collegial discussions in most systems and almost no expectation that individual knowledge will...or should...become widespread practice in the system. Until collegially recognized expertise has an opportunity to become operational practice, there is little chance of our schools becoming



What is the priority at your school? NSEA Executive Director Craig R. Christiansen studies an organizing display. Too often schools are organized to maximize time, space, transportation, or tax monies...but not learning.

learning organizations of professional teachers.

Learning organizations of professionals should never be confused with top-down political systems that prescribe approved teaching practices. The disastrous experience of No Child Left Behind and its punitive emphasis on arbitrary (and often, statistically impossible) performance standards continues to haunt the educational landscape. Teachers understand that learning for children does not work with “one size fits all.” Children learn at different rates, with different abilities, and with different learning styles. School districts as learning organizations not only understand that, but are the best organizational structure to provide continuous learning and improvement in teaching.

Good Match?

There are many ways to organize any institution. The question is whether the priority in organizing institutional structure results in a good match with the strategic vision of that organization.

For schools, that vision is a great educational opportunity for each child. Schools have to become a place for teachers – as a system – to learn and develop a continually improving professional practice. It is a critical element in assuring America’s schools are responsive to the needs of all children. What is the priority at your school?

Koch-Johns, Landscape Expert on Tap

Will Highlight NSEA-Retired Annual Spring Conference

With a former Nebraska Teacher of the Year set to keynote, and a general session on community forestry, the 2016 edition of the NSEA-Retired Spring Conference is certain to draw lots of attention.

Retired Lincoln teacher and 2006 Teacher of the Year Patsy Koch-Johns will address The Poverty Problem at 9 a.m., with her discussion inspired by stories about Nebraska students dealing with or who have dealt with, poverty. Koch-Johns taught speech and theater at Cozad, and later at Lincoln High School. She is currently a candidate for the State Board of Education from the board district that encompasses Lancaster County.



Koch-Johns

Featured in the annual Spotlight on Nebraska address will be community forester Eric Berg, of the Nebraska Forestry Service. Berg will answer the question "Community Landscapes – What's It All About?"

The conference is set for Thursday, April 14, at the customary location: the St. Benedict Retreat Center, 1126 Road I, north of Schuyler. Registration, coffee and rolls will be available at 8:30 a.m.

There is no charge for members of NSEA-Retired to attend. The cost for non-members and guests is \$10 each.

Attendees will be able to attend two of the five tentatively scheduled breakout sessions, one at 10:15 a.m. and the other at 11:15 a.m. Those sessions will cover:

- The Educators Health Alliance, Blue Cross and Blue Shield, and Medicare;
- Antiques – Trash or Treasure?;
- Funeral Planning Your Own Way;
- Photography as a Hobby;
- Coping with Alzheimer's;
- and Healthy Choices for Wellness.

A business meeting will be held after lunch, and following Berg's presentation, the day will close with a dessert reception, evaluation of the day's events, and door prizes.

To register, contact Rebecca Smith at NSEA at 1-800-742-0047, or visit:

nsea.org/retired

Health Insurance Options for Retirees Younger than 65

NSEA-Retired cooperated with Educators Health Alliance (EHA), Blue Cross of Nebraska, and Union Bank of Lincoln in the fall of 2015 to bring information about the new health care options available to members under the age of 65.

The options available from EHA for retirees under age 65 in 2015-16 are:

- \$750 deductible PPO plan (the default plan for retirees);
- \$1,650 deductible PPO plan;
- \$3,100 high deductible health plan (HDHP) that is eligible for a Health Savings Account; and
- \$4,000 high deductible health plan (HDHP) that is eligible for a Health Savings Account.

Union Bank of Lincoln offers low fee Health Savings Accounts for NSEA-Retired members younger than 65 who sign up for either the \$3,100 HDHP or the \$4,000 HDHP insurance plans through EHA. An explanation of the benefits provided by the four EHA plans available to retirees younger than 65 can be found in video webinars that are available on the EHA website, www.chaplan.org. Click on the "RETIREE INFO" link at the top of the page to find the video presentations.

Medicare Coverage for Members Age 65 and Above

NSEA-Retired endorses NSEA-Retired BlueSenior Classic as the Medicare supplement to accompany your Medicare coverage. NSEA-Retired BlueSenior Classic is underwritten by Blue Cross Blue Shield of Nebraska and pays for the deductible and co-payment amounts that Medicare does not cover. NSEA-Retired BlueSenior Classic has an optional dental plan that provides PPO dental coverage through the Blue Cross network of providers. If you decline the dental coverage when you first enroll, you will not be allowed to enroll in the dental plan at a later time.

Medicare information seminars were held in various locations around the state in the fall of 2015 to bring details about Medicare to our members. Some information about Medicare was not available at the time the seminars were held. All of the presentations posted on the NSEA-Retired website have been updated with the latest information about Medicare.

NSEA-Retired Elections Fill Vacancies

The results are in!

Ballots have been counted and the NSEA-Retired representatives for the next year, and in some cases, three years, have been elected. Here is a list of the winners:

NSEA-Retired Board

- **Secretary:** Ruby Davis, Omaha.
- **Treasurer:** Art Tanderup, Neligh.
- **Metro Director:** John Jensen, Omaha.
- **Panhandle Director:** James McDermott, Scottsbluff.
- **Tri-Valley Director:** Guy Roggenkamp, Grand Island.

Delegates to NSEA Delegate Assembly

- **Capitol District:** Pat Etherton, Bill Hayes, Gretchen Terpsma, Tom Meyer, all Lincoln.
- **Elkhorn District:** Tom Black, West Point; Dan Schiefelbein, Columbus.
- **Metro District:** Carol Krejci, Walta Sue Dodd, Ruby Davis, Susan Kalina, Barbara Lund Irvin, all of Omaha.
- **Panhandle District:** James McDermott, Scottsbluff.
- **Sandhills District:** Dee Gillham, Bartlett.
- **Tri-Valley District:** Roggenkamp; Mary Ann Neimoth and Jan Barnason, both of Hastings.
- **At Large:** Jensen, Tanderup.

Delegates to NEA Representative Assembly

- **Region 1:** Krejci.
- **Region 2:** Black.
- **At Large:** Jensen, Dodd, Etherton.

Remember, if you decline dental coverage when you first enroll in NSEA-Retired BlueSenior Classic, you will not be able to add the dental coverage later. Premiums posted are effective Jan. 1, 2016, through Dec. 31, 2016.

If you need an application packet for NSEA-Retired BlueSenior Classic, please call Blue Cross at 800-562-6394 to request one.

Only NSEA-Retired BlueSenior Classic offers dental coverage as part of the Medicare Supplement. Be sure to ask for the policy by name: NSEA-Retired BlueSenior Classic.

—Renae Kelly, Editor
renaekelly@gmail.com

OEA's DiCostanzo Honored with UNL's McAuliffe Award

Joseph DiCostanzo, a social studies teacher and coach at Omaha Benson High School Magnet, has been awarded the 2016 Christa McAuliffe Prize for Courage and Excellence in Education.

DiCostanzo is a member of the Omaha Education Association and the NSEA.

The College of Education and Human Sciences at the University of Nebraska-Lincoln (UNL) presents the annual award to a Nebraska teacher who exemplifies the character of Christa McAuliffe, the first teacher in space, who died in the 1986 Challenger space shuttle disaster. DiCostanzo was recognized in March.

DiCostanzo, "Dico" to his students, is an enemy of average.

"As educators, if we work toward the average, and not to reaching full potential, we are failing the future of our students and our country," said DiCostanzo.

Working with a student population of high poverty makes "better than average" more than difficult. But his students, his colleagues and his Benson community say that DiCostanzo is relentless in his pursuit to move people beyond average expectations.

"His ability to gain respect of students, colleagues and parents/community members and create positive rapport is illuminating," said Benson Principal Anita Harkins.

Restaurant owner Amy Ryan credits DiCostanzo with elevating the community.

"In literally every interaction I have had with Joe, I have found myself completely awed by his resolve and commitment to the service of others," she said. "Truly, I'm not sure where Benson would be without Joe."

He serves on the neighborhood association board and on the board for The



DiCostanzo

Benson Theatre, a nonprofit working to renovate a local historic theatre. But DiCostanzo's best performances are with his Benson students.

Football coach and business teacher Tony Kobza regards DiCostanzo as a relationship and trust builder among students. "He has been able to reach students that may have felt that they were alone or destined for a certain life," says Kobza.

DiCostanzo's My Empowerment Network for Success (MENS) program was developed to foster excellence in his student's daily lives. Its seven areas of excellence in living are: greatness, academic excellence, integrity, accountability, self-determination, self-restraint and sobriety. Harvard University invited DiCostanzo and six students to make a presentation about the mentorship program.

"The philosophy that has guided my practice as an educator is to do whatever it takes to motivate, educate and empower our students and their communities," DiCostanzo says. "I work to help students understand failure is not an option, and I will be there to set that high standard and do whatever it takes to help them reach the goal of excellence. I must have the courage to stand up for every youngster, and their quest to resist the constant peer pressure and help the child understand they are made for more; they are made for greatness."

A graduate of the University of Nebraska-Lincoln's College of Education and Human Sciences, DiCostanzo is thankful that his teacher preparation program at UNL "gave me the opportunities to explore the type of teacher I wanted to become and helped me guide my philosophy that makes me believe our work is the most important in the world."

Dr. Warren Messman

Dr. Warren B. Messman, a longtime industrial arts instructor at Nebraska State Teachers College at Kearney, later Kearney State College, passed away on March 9 at Papillion. He was 100.

Messman was a longtime member of NSEA.

Born near Strang, he grew up on a farm near Hebron and attended school at NSTC before teaching at country schools in Thayer and Fillmore counties for two years. He returned to Kearney in 1939, but schooling was interrupted by World War II as he became an instructor of aircraft maintenance and later flight engineering. He returned to Kearney in 1946 to complete his bachelor's degree. He taught in South Dakota until returning to Kearney in 1953, where he completed his doctorate and eventually became the head of the Department of Industrial Arts Education. He retired in 1981.

Shirley Umberger

Shirley Umberger, 84, who taught family and consumer sciences at Eagle and then for 30 years at Elwood, died on Feb. 18 in Omaha.

A native of Elwood, Umberger graduated from the University of Nebraska at Lincoln in 1952, and then taught at Eagle for a year as her husband, William, finished school. They returned to Elwood, and she taught there until her retirement more than 30 years later.

She sponsored the FHA organization at Elwood and was a lifetime member of NSEA and NEA.

She is survived by her husband and four children. Among other beneficiaries, the NSEA Children's Fund was a designated memorial.

DeBoer, Scott, Earn Honors for their Service

Two longtime NSEA members and coaching icons have been honored for service to their schools and communities.

Longtime **Lawrence-Nelson** coach **Gary DeBoer** has been selected for inclusion into the National High School Athletic Coaches Association Hall of Fame.

DeBoer, a physical education and health teacher at Lawrence-Nelson for more than 40 years, is a former Coach of the Year in Nebraska, and state championship football coach. He is one of 30 coaches nationally to be inducted into the national Hall of Fame

this summer. Induction will take place in June in Louisville, KY.

Jerry Scott, a teacher and coach at **Broken Bow** for 32 years until his retirement last year, has received the 2015 College of Education Distinguished Educator of the Year from the University of Nebraska at Kearney.

Scott taught chemistry, physics, mechatronics, earth science and physical science at Broken Bow. He also served on the School Improvement Steering Committee, on the Broken Bow Education Association negotiations team, as president of the BBFA.

AAA Offers Free Prom Safety Kits

Package Encourages Safe Driving Practices

AAA of Nebraska, working with The Auto Club Group Traffic Safety Foundation, has introduced a program that hones in on the dangers of underage drinking, drug use and impaired driving.

The free AAA PROMise Kit offers effective tools that aim to reduce impaired driving during prom and graduation season.

The kit encourages students to commit to not drinking or taking drugs, and to avoid impaired driving at all costs. It includes a commitment to protect their friends and involving parents to ensure everyone gets home safely on prom and graduation night.

Materials in the kit are valued at more than \$200. Among the tools it includes are:

- A Teen Impact Panel DVD, which can be used to communicate the dangers of impaired driving.
- A pledge board, which encourages students to take the pledge in front of peers.
- AAA PROMise Student/Parent Agreement Cards (packs of 100, 200, or 300) – to help teens and their parents develop a plan and commit to a safe prom and graduation night.

Additional materials may also be ordered. To order the materials visit at:

AAAPROMise.com

Speaking of Teaching

“The cost of educating young people is the price of democracy. Literacy and the ability to think and reason are the underpinnings of a free society.”

— *From the 1996 report “Breaking Ranks: Changing an American Institution” by the National Association of Secondary School Principals*

**Mailed By: The Nebraska State Education Association
605 S. 14th St., Lincoln, NE 68508-2742**

Family of Teachers



Across the State: This family of educators is spread across Nebraska and aware of the value of Association membership. From left are Andi Diediker, son-in-law of Robert Swett, and a teacher at Papillion-LaVista; Kathy Curry, sister to Robert Swett, and a teacher at Burwell; Jaci Palmer, daughter of Robert Swett, and a teacher at Chambers; Robert Swett, a teacher at Arcadia; and Nancy Swett, a sister-in-law to Robert Swett, and a teacher at Burwell.

If you have a family of teachers, snap a photograph and send it to the NSEA at 605 S. 14th St., Lincoln, NE 68508.

Lessen the Limelighting!

By various educators:

“A Limelighter, or Attention Demander, wants to be in the spotlight. She’s the one who circles you on the playground like an adoring moon, forces her way into conversations, leaps out of her seat to show you her work, or asks a litany of unnecessary questions. Why? Limelighters crave the feeling of success and may feel insecure in developing healthy social relationships. Here are ideas for meeting the need for attention without squelching their confidence:

- Put the student in charge of her behavior. Missouri educator Peg Scholl once had a student who “acted like she didn’t know an answer—just to get my attention. If I asked somebody else a question, she’d answer. She’d just blurt out, blurt out, blurt out.” The solution: A card taped to her student’s desk and instructions to mark it every time she talked out. They set a goal (without a reward) and the student met it.

- Help the student gain confidence. Try giving a Limelighter additional classroom responsibilities, or hold an individual conference, perhaps with your school counselor and parents, to talk through the student’s insecurities.

- Use random rewards. Many experienced teachers don’t regularly reward students for good behavior—instead, they use a “random rewards” system that can curb classwide limelighting. You choose to ignore disruptive attention-seeking behavior, while offering positive attention more “randomly,” effectively severing the tie between acting out and receiving attention. “When I do use rewards, they’re random, unexpected, and unannounced, like, ‘Man, everybody got their work done! Let’s play mental tic-tac-toe,’” says teacher and classroom management expert Kate Ortiz.



Sign up for Works4Me at:
nea.org/tools/Works4Me.html